



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

995 Upper Red Rock Loop Rd, Sedona, AZ 86336

Sedona-Oak Creek Joint Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05 Highly Performing  
2003-04 Highly Performing  
2002-03 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Russ Snider  
Schedule : 07:30 AM to 04:00 PM  
Grades : 9-12  
2005 Enrollment : 540  
Web Address : www.sedona.k12.az.us  
Phone Number : (928) 204-6700  
Fax Number : (928) 282-5992  
E-mail : snider@sedona.k12.az.us

### Mission

Sedona Red Rock High School embraces cultural diversity and cultivates lifelong learning in a global community. We are committed to promoting integrity, respect and self-confidence. We empower all students to be self directed, responsible citizens by providing them with a strong foundation of knowledge, skills and experiences through a challenging and innovative curriculum.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05 Met  
2003-04 Met  
2002-03 Not Met

#### School Improvement Status <sup>(b)</sup>

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Improve mathematics computation and problem solving skills by realigning mathematics curriculum to meet state math standards. Adjust scope and sequence of realigned curriculum among mathematics courses offered.
- ü All students will increase critical reading skills to enhance written expression across the curriculum. Students will improve their ability to extract, summarize, clarify, interpret, infer, predict, extend and evaluate literature and documents.
- ü All students will practice respect for self and others at all times.  
A school wide anti defamation league program will be implemented
- ü Our staff will provide tutoring before and after school to help all students meet the AIMS Standards.

### Enrollment

October 1, 2004 School Year Student Enrollment : 497  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 30

## Instructional Programs

- Ü Honors Options/AP Choices
- Ü Integrated Language Arts/History
- Ü ELL
- Ü Special Education
- Ü Career Technology Education
- Ü ADL

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

The school has primary responsibilities to implement a coherent and challenging curriculum. A safe, healthy and welcoming environment for learning is a priority. Parents will have opportunities to be involved in their student's education.

### Parents

Parents are jointly responsible with the school for helping their students be successful. We expect students to be in a safe, home environment, properly clothed and nourished, where positive values are taught and modeled by parents.

## Transportation Policy

The school provides transportation within the district's boundaries. The high school bus schedule runs independently from the elementary schedule, providing maximum flexibility.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Yavapai County & Rural Arizona New Teacher of the Year	2001
Ü Phoenix Suns Outstanding Teachers (2)	2001
Ü Yavapai County HS Teacher of the Year	2000
Ü Top Ten Teacher Finalist Arizona Education Foundation	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	107	69846	97	98	100	702	702	699	15	15	21	8	8	11	62	62	49	15	15	18
All Students (Prior Year)	131	131	65934	98	98	100	495	495	492	35	35	43	17	17	18	31	31	24	17	17	15
Female	55	55	34328	98	100	99	708	708	702	17	17	19	4	4	12	63	63	51	15	15	18
Male	52	52	35509	96	96	100	694	694	696	13	13	23	13	13	11	60	60	48	15	15	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	12	12	23363	80	86	100	687	687	680	27	27	32	9	9	16	45	45	45	18	18	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	88	88	36421	100	100	99	704	704	714	12	12	12	7	7	8	65	65	54	16	16	26
Students with Disabilities	19	19	7690	100	100	100	640	640	593	28	28	64	22	22	14	50	50	21	0	0	2
Students without Disabilities	88	88	62220	97	98	99	715	715	712	12	12	16	5	5	11	65	65	53	18	18	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	12	12	21421	75	80	92	677	677	686	36	36	35	9	9	15	55	55	43	0	0	7
Non-Economically Disadvantaged	95	95	48489	100	100	100	705	705	704	12	12	15	8	8	10	63	63	52	17	17	23

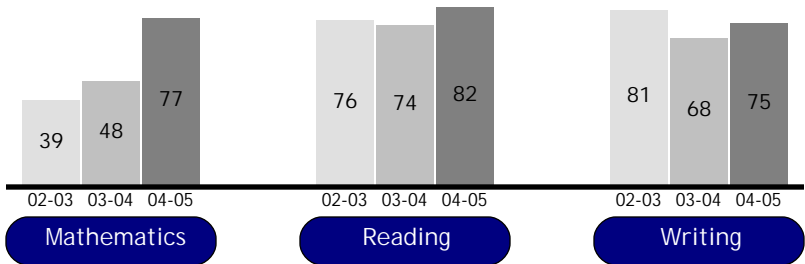
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	107	107	71311	97	98	100	707	707	694	3	3	7	15	15	21	66	66	63	16	16	9
All Students (Prior Year)	137	137	68162	99	99	100	519	519	509	11	11	18	15	15	24	64	64	51	10	10	8
Female	54	54	34899	96	98	100	717	717	700	4	4	5	14	14	19	65	65	66	18	18	10
Male	53	53	36430	98	98	100	697	697	688	2	2	9	17	17	22	67	67	61	15	15	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	13	13	24056	87	93	100	670	670	672	27	27	13	18	18	31	55	55	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	88	88	36841	100	100	99	713	713	713	0	0	3	13	13	12	67	67	72	20	20	13
Students with Disabilities	19	19	8021	100	100	100	652	652	590	0	0	27	33	33	42	61	61	29	6	6	1
Students without Disabilities	88	88	63379	97	98	100	719	719	707	4	4	5	11	11	18	67	67	68	19	19	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	13	13	22243	81	87	93	666	666	677	27	27	14	18	18	32	55	55	51	0	0	3
Non-Economically Disadvantaged	94	94	49157	100	100	100	712	712	702	0	0	4	15	15	16	67	67	69	18	18	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	106	70868	96	97	100	698	698	688	2	2	5	22	22	23	65	65	63	10	10	9
All Students (Prior Year)	136	136	67629	99	99	100	536	536	524	12	12	22	20	20	16	66	66	59	2	2	3
Female	54	54	34710	96	98	99	713	713	697	2	2	3	16	16	19	69	69	66	14	14	12
Male	52	52	36176	96	96	100	681	681	678	2	2	7	30	30	27	62	62	59	6	6	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	13	13	23868	87	93	100	654	654	670	18	18	9	55	55	33	27	27	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	87	87	36710	99	99	99	703	703	702	0	0	2	19	19	15	69	69	69	12	12	13
Students with Disabilities	19	19	7900	100	100	100	638	638	580	0	0	22	50	50	49	50	50	28	0	0	1
Students without Disabilities	87	87	63054	96	97	99	711	711	701	3	3	3	16	16	20	69	69	67	13	13	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	13	13	21994	81	87	92	645	645	673	18	18	10	64	64	36	18	18	52	0	0	3
Non-Economically Disadvantaged	93	93	48960	99	99	100	704	704	694	0	0	3	17	17	18	71	71	67	11	11	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	92	49	49	41	86	54	NA	42	94	56	56	51
	Language	94	49	49	42	88	46	46	42	93	56	56	50
	Mathematics	95	64	64	60	87	70	70	63	94	56	56	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Sedona Red Rock High School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 6 Parent(s)
- 3 Community Member(s)
- 4 Student(s)

### Council Duties

- Ü Long-range Planning
- Ü Review/Advise/Recommend Programs
- Ü Enhance Extracurricular Activities
- Ü Enhance Parent/Educator Relations
- Ü Assist with Student Recognition Programs
- Ü Facilitate Positive Community Relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	30.00
Other Professional Staff	5.00	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	1	0
4 to 6 years	3	4	0	1
7 to 9 years	3	1	0	0
10 or more years	6	9	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	85
Teachers with Emergency Certificaton.	2
Percent of teachers in the school with Emergency/Provisional Certification	6%
Percent of core classes not taught by Hightly Qualified Teachers	3%

## Resources Available at School Site

### Special Facilities

- Ü Mobile Technology Lab
- Ü Performing Arts Theatre
- Ü gymnasium
- Ü athletic fields

### Extracurricular Activities

- Ü Kiwanis Key Club/Rotary Interact Club
- Ü Drama Club/Youth Forum/Journalism
- Ü Future Business Leaders/Robotics Team
- Ü Choir/Steel Drums/Drum Line
- Ü Art & Photography Club
- Ü Yearbook Club
- Ü ADL Program
- Ü Teen Court

### Social Services

- Ü Counseling Services
- Ü Lunch/Breakfast Programs
- Ü Student Assistance Prog./Health Services
- Ü Local Scholarship Program

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- ü Our graduate follow-up study indicated that 93% of our 2005 graduates are attending college, many in prestigious universities including Ivy League Schools. Seven percent (7%) of our graduates are employed or in the military.
- ü Our 10th grade AIMS results exceeded the state average and all schools in the Verde Valley. More than 70% of the students taking AP tests in biology, calculus, English and history received scores high enough to earn them college credit.
- ü Our graduation rate far exceeds the states average with close to 100 % of our students graduating. Our label based on state and national criterion is 'highly performing.'
- ü Based on state and national criterion the teaching faculty at Sedona Red Rock High School is considered to be highly qualified.

## Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	93	95	94	95
Transfers Out Rates <sup>5</sup>	10	12	12	17
Transfers In Rate <sup>6</sup>	15	28	28	37
Stability Rate <sup>7</sup>	89	87	87	82
Promotion Rate <sup>8</sup>	86	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	4	0	1	6
Status Unknown <sup>11</sup>	2	0	1	4
Graduation Rate <sup>12</sup>	92	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our high expectations for student behavior are supported through our revised drug and alcohol intervention program, a fair tardy and absence policy, and a reasonable student dress code. The campus climate and morale of staff and students is positive. The culture established is one of respect toward all students and staff.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Kathy Hamblen	(928) 204-6700
Transportation Policy	Steve Novak	(928) 282-0528
Community Resources	Rena Dearden	(928) 204-6705
School Nutrition Programs	Barbara	(928) 204-6760
Parent Organization	Dottie Talkington	(928) 204-6700
Student Health/Nurse	Goldie Wolin	(928) 204-6761

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.